U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Donna Bruner

Official School Name: Lake Elementary School

School Mailing Address: 225 Lincoln Street
Harville, OH 44632-9382

County: Stark State School Code Number: 081786

Telephone: (330) 877-4276 E-mail: brunerdonna@lakelocal.org

Fax: (330) 877-4738 Web URL: http://www.lakelocal.org/le/Pages/default.aspx

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeff Wendorf Superintendent e-mail: wendorfjeff@lakelocal.org

District Name: Lake Local District Phone: (330) 877-9383

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Ken Brott

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   5 Total schools in district
2. District per-pupil expenditure: 9126

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	145	125	270		11	0	0	0
5	144	121	265		12	0	0	0
							Total in Applying School:	535

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
97 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	5
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	554
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 9

Number of languages represented, not including English: 2

Specify languages:

Ukrainian and Spanish

9. Percent of students eligible for free/reduced-priced meals: 19%

   Total number of students who qualify: 102

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

    Total number of students served: 52

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	10	Other Health Impaired
0	Deaf-Blindness	30	Specific Learning Disability
1	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
3	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	21	0
Special resource teachers/specialists	11	1
Paraprofessionals	4	0
Support staff	5	4
Total number	42	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	96%	97%
Teacher turnover rate	10%	10%	10%	10%	10%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

With over 500 students, Lake Elementary is located in the village of Hartville and serves all of the fourth and fifth grade students from the Lake Local School District. The district serves Stark County students in Lake Township, Ohio. The population is 99% Caucasian, having an average annual income of approximately $40,000. The district has seen an increase in student population of over 500 students in the last ten years, although little change has been noted demographically with the exception of an increase from 7% to 20% for low-income families. In response to these conditions, we have gone to great lengths to insure that this population of learners achieves on a rate similar to our general student population. Data in ensuing sections of this application validates the success of these efforts.

More than 90% of Lake's students pursue a college preparatory course of study and continue their education beyond high school, although only 30% of the overall district population holds a college degree and only 35% of the population are employed in administrative or professional occupations. Lake students have traditionally done quite well on standardized assessments and the required state tests. Most recently, Lake Local met 26 of 26 indicators on the School District Report card, along with exceeding Adequate Yearly Growth and Value Added requirements. For these achievements, our district was designated by the Ohio Department of Education as "Excellent with Distinction". The district achieved a Performance Index of 107.6, placing Lake Local in the top three percent of all districts in the state.

Lake Elementary achieved a performance index of 107.9, placing it in the top four percent of all school buildings in the state relative to this measure. A high level of student achievement has remained constant over the past five years. During the most recent testing {2009-10}, Lake Elementary fifth grade students finished fifth, twenty fifth, and twenty fourth in the state in the areas of science, reading and math respectively {% of students proficient and above}.

Lake Elementary, and the Lake School District, maintain two core competencies that determine our organizational behavior: learning and service. We believe that to provide education to achieve success (our mission) and to be the best organization for learning (our vision), learning and service need to be provided to all stakeholders. Our core competency of learning poses the following questions to our staff about student achievement: What do students need to know? How will they learn it? How will we know they have learned it? What will we do if they haven't learned it and what will we do if they already know it? The responses to these questions are the essential driving forces of our curriculum and assessment process.

Our core competency of service is similarly deployed and shapes our behavior toward our stakeholder groups. The questions to be answered relative to our service competency: What needs to be provided to stakeholder groups? How will it be provided? How will we know stakeholder needs are being provided in an efficient and effective manner? What will we do if data determines we are not meeting the needs of various stakeholder groups? By collecting and analyzing data about stakeholder satisfaction, we are able to improve our overall performance and effectiveness.

Many factors determine the success achieved to date by Lake Elementary. These include a highly qualified staff, an excellent administration and board of education, sufficient resources, innovation in partnerships and technology, emphasis on excellence in academics, the arts and athletics, and process-based, data driven decision making. Along with our learning and service competencies, mission, vision, and values; Lake Elementary has developed a culture that strives for continuous improvement and is based upon collaboration. Teachers are provided common planning time during their work day for the purpose of developing a common curriculum, common instruction approaches and a system of common assessments. During this common planning time, teachers also have the opportunity to examine and discuss student work, which leads to the refinement and enhancement of teaching techniques. Lake Elementary is certainly an example of an organization where the whole is greater than the sum of its parts.

Based upon our history and accomplishments, our culture, and our pledge to seek ways to improve in the future, we feel we are most worthy of recognition as a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Ohio Department of Education {ODE} submits a report card for every district in the state and rates schools and districts based on 26 indicators. The indicators are primarily focused on student performance on either the Ohio Achievement Assessment {grades three through eight} or the Ohio Graduation Test {grade 10 and above}. Additional indicators relate to student attendance rates and district graduation rates. The OAA and OGT measure student performance in different content areas depending on the grade level {math, science, reading, social studies and writing}. Ohio has designated five performance levels on the OAA and OGT: limited, basic, proficient, accelerated, and advanced. These levels are assigned numerical values and are used to calculate a performance index for a building or a district. Students are minimally expected to perform at the proficient level. Additionally, ODE collects information to determine if districts achieve Adequate Yearly Progress {a metric designed to quantify whether subgroups such as students with disabilities or economically disadvantaged students achieve satisfactory achievement} and Value Added gains. Value added refers to a metric designed to demonstrate student growth from one year to the next. Extensive information regarding the state assessment system can be found at www.ode.state.oh.us.

Lake Elementary continuous improvement plan, developed and implemented by district and building administrators and teachers, focuses on refining instruction, resources and assessments. Staff uses data to implement decisions about curriculum, assessments and the assignment of resources. Considerable attention is provided for insuring that all student subgroups are achieving outstanding results. Implementation of the continuous improvement plan has allowed Lake Elementary to achieve outstanding performance results over the recent past. Our continuous improvement plan has recently emphasized improving student academic achievement and student engagement and designing professional development activities to enhance our performance in both areas. Our high level of academic performance has been sustained during the past five years and continues to trend upward. Our student subgroups have also performed above expectation and our value added scores are impressive {Lake Elementary was recognized for outstanding student growth by Battelle for Kids during a recent value-added pilot program}.

During the past five years there have been only slight differences in academic performance between our regular population and students designated as economically disadvantaged. This holds true for the percentage of students assigned to the accelerated and advanced ratings as well. The percentage of students with disabilities achieving proficient or above has only been slightly less than our regular population. We are presently implementing strategies designed to reduce these gaps {although the ODE indicates our students with disabilities are achieving above expectation. Our students with disabilities are presently rated the highest in the county and are in the top ten percent in the state of Ohio}. Foremost among these strategies are our efforts to more fully include students with disabilities in the regular program and provide our teaching staff professional development activities designed to improve their ability to differentiate instruction and better accommodate students with diverse learning needs. Presently, all of our students with disabilities are served in the regular education program, which insures they are responsible for achieving the Ohio Academic Content Standards. Additional learning strategies are detailed in student IEPs. The superior achievement of our subgroup populations are further enhanced by our after school and summer intervention programs.

The performance index for Lake Elementary for 2009-2010 was the highest ever for the school and is consistently trending upward. It is among the highest in the state {top four percent of all buildings} . Value added achievement {calculated by measuring student growth in the areas of reading and math for students assigned to grades three through eight} are exemplary for Lake Elementary, as are all subgroup scores. Regarding value added achievement, Lake Elementary has been recognized by Battelle for Kids

for their outstanding performance in this area. The Lake School District has been categorized as Excellent with Distinction by ODE for the third year in a row and the performance of students at Lake Elementary has been a big part of this achievement.

Our strategic planning process, district mission, vision, and values have identified superior academic performance as a primary initiative. We continue to use data to drive this process and resources are assigned accordingly.

2. Using Assessment Results:

At the beginning of each year, teachers and administrators analyze data from the previous year to formulate recommendations about curriculum, assessments and resources for the ensuing year. Typically, professional development days in advance of the beginning of school are assigned for this purpose. The primary source of this data emanates from the Ohio Achievement Assessment. Staff conducts an item analysis of OAA results to determine program strengths and weaknesses in each content area assessed. For content areas not assessed by the OAA, we use the Ohio content standards and locally designed assessments to guide our efforts. The results for student subgroups are also analyzed during this process.

Based upon this analysis, curriculum maps are developed for each content area. The maps are posted on the district website and can be viewed by staff from throughout the district. The maps include information about what is being taught, when it is being taught, what resources are being used and how students are being assessed. A system of common assessments, aligned with the Ohio Content Standards, is part of this mapping process. Common assessments may be either formative or summative in nature depending upon the purpose they are assigned. Formative assessments are designed to inform the effectiveness of teaching, while summative assessments are assigned to determine how well students have mastered material. Eventually, results from these short cycle assessments are also posted on the internal website and results can be compared by staff from year to year. Results are also reported to parents and students on the public web site through Parent Internet Viewer and distinctions are provided between formative and summative assessments (summative assessments only account for 5% of the holistic grade, with summative assessments accounting for the remaining 95%).

Prior to the beginning of school, teachers are provided with detailed information about the students assigned to them for the upcoming year. This includes their complete academic histories, including detailed intervention histories if applicable. This information is used by teachers to prepare their students for their short cycle, common assessments and the end-of-year state assessments.

3. Communicating Assessment Results:

The staff of Lake Elementary believes that parents and families are an essential part of the teaching and learning process and are provided a variety of tools and opportunities to assume a vital role in this partnership. Lake Elementary hosts "Meet the Teacher Night" in advance of each year. During the evening, teachers discuss curriculum, expectations, assessments, and opportunities for communication, and intervention and enrichment possibilities. The district mission, vision, and values are also shared during Meet the Teacher Night.

Once the year is underway, teachers and students are provided the opportunity to access Parent-Internet Viewer (PIV). PIV provides parents and students with up to the minute assessment reports. Information about formative (accounting for 5% of the final grade) and summative assessments are provided, along with strand level reports and a holistic grade for each content area.

Teachers communicate daily happenings, expectations and assignments using e-classrooms or teacher blogs. E-classrooms and blogs may be accessed by parents and students through the district website. They typically include notes from lessons, assignments, and expectations and links to a variety of related resources. Many teachers also use group emails to communicate with parents on a regular basis.

Lake Elementary hosts student-led conferences twice during the year and the participation rate is over 95 percent. During these conferences between parents, teachers and students; students assume the central role describing their learning, strengths, challenges and goals. The outcome from student led conferences includes an education plan for moving forward. This education plan is referred to during subsequent conferences throughout the year. Student-led conferences reinforce our objective of students assuming responsibility for their learning.

For all standardized and state testing, a letter is written to parents to assist them in interpreting their child's test results, as well as the school's results. Test results are also discussed during conferences, including student led conferences.

Our staff also utilizes district, building, and class room newsletters to reinforce teaching and learning and to recognize the efforts and achievements of our staff and students.

4. Sharing Lessons Learned:

Both our district and Lake Elementary have been recognized for their accomplishments and are viewed as leaders, especially with issues associated with best practices in instruction, collaboration and assessment. During recent years, representatives from many districts have visited our building and we have happily shared our experiences and efforts; including our curriculum guides, our approach to common or collaborative planning and our common assessments. By keeping our efforts transparent we feel we are able to serve not only our students, but others as well. Teachers from Lake Elementary have also served on a variety of county/state committees and teams designed to share best practices relating to curriculum, instruction and assessment. Frequently our teachers facilitate such meetings or are asked to provide training for teachers from other districts.

Internally, Lake Elementary also serves as a model of innovation and best practices to other buildings in the district. Our teachers serve on our district curriculum council and are frequently called upon to demonstrate processes that have resulted in our achievements. We have posted our curriculum maps, assessments and resources on the district website {collaboration site} and our methods have been emulated by other buildings throughout the district. Our staff consistently generates and uses data to drive instruction and we readily share our approach with others, both in and out of the district.

Our approach to common planning has been shared with all buildings in the district. Roles {facilitator, secretary, and time keeper} are assigned to participants and rotated on a monthly basis. The facilitator is responsible for preparing the agenda for the next meeting and minutes are provided to all participants and the principal. Student work is emphasized and discussed during common planning for the purpose of identifying superior instructional strategies.

The staff from Lake Elementary is proud of their achievements and most happy to share their expertise.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum and assessments emanate from the Ohio Academic Content Standards. All of our fourth and fifth grade students receive instruction in the following content areas: Math, Science, Social Studies, Language Arts, Music, Art and Physical Education. Technology and media center skills are embedded throughout the curriculum. Detailed information is provided about students as they exit the two district primary buildings and enter Lake Elementary. This information includes report card information, assessment information {from the state assessments and locally developed formative and summative assessments}, and intervention and enrichment histories. This information is also provided to our middle school staff as students exit Lake Elementary and enter Lake Middle School.

The content standards for our math program identify eight core curriculum areas: number recognition, number sense and operations; geometry and spatial sense; measurement; patterns, functions, and algebra; data analysis; probability; and mathematical processes. The Everyday Math Program is used as our primary resource for delivering instruction, although considerable gaps exist between Everyday Math and the Ohio Academic Content Standards. Where gaps exist, teachers develop instruction units, resources and common assessments {all assessments are designed to mimic assessments associated with the Ohio Achievement Tests}.

In the area of science we emphasize an inquiry-based approach, forgoing the traditional textbook/lecture format. Science units of instruction usually involve science kits or projects designed to reinforce concepts addressed by the content standards. Typically, students work in cooperative groups, responding to scenarios or problems presented by the teacher or teacher resource. Student efforts during lessons are driven by discovery learning principles, where learning occurs as students proceed through a series of investigations, manipulations, and observations. During the learning process, teachers periodically conduct formative assessments to determine whether students are achieving the expected outcomes. Summative assessments are typically conducted at the conclusion of an activity and range from authentic assessments {generally assigned during labs}, project assessments and traditional assessments.

Language arts instruction emphasizes literacy and communication skills. In reading, it is imperative that all of our students read on or above grade level and subsequently a great deal of emphasis is placed upon ascertaining the reading levels of our students and developing instruction and assessments based upon those levels. Communication skills are strongly emphasized throughout the language arts curriculum, primarily encouraging writing and oral presentation skills. Writing activities are attached to all projects and all content areas, with an emphasis on grammar, voice, content and structure. Additionally, journaling is required in every content area. Oral presentations are required for almost all student projects.

In the area of social studies citizenship responsibilities are stressed on both grade levels. In terms of content, Ohio history is emphasized in fourth grade, while United States history is emphasized in fifth grade. Whenever possible, social studies activities promote real world connections. For example, within the last year we have held mock elections, food drives, relay for life activities, and visitations by political figures. The social studies curriculum is easily adapted to promote interdisciplinary units and is frequently utilized in this manner.

The music program provides students with both vocal and instrumental music experiences. In fourth grade, a general music program is offered that provides students with music theory and practice, primarily vocal although recorders are introduced. During fifth grade, students select vocal music, band, or orchestra {up to two of the three} and meet every day for a full period.

The physical education program places a strong emphasis on exercise and a healthy life style. The latter is defined by our strategic plan and action planning is required for each building. Recently, Lake Elementary has partnered with Kohl's and Akron Children's Hospital to implement the PE Fit program in our physical education classes. PE Fit emphasizes exercise, a healthy life style and appropriate nutrition. Additionally, Lake Elementary has received Healthy's Best Gold and Silver Awards for promoting good nutrition and healthy lifestyles.

The art education curriculum gives students an opportunity to explore a variety of studio techniques, participate in higher order cognitive thinking critiques and discussions, and relate art ideas to other academic disciplines as well as events and issues in the real world. The art curriculum provides students with the 21st century skills of analyzing, innovation, visual literacy, and global awareness, inspiring students to be thinkers, learners, and active participants in life both inside and outside the classroom. By using the power of the arts the students explore life centered issues and participate in authentic learning experiences that engage their mind, their interests, and their senses, making learning exciting, applicable, and fun!

We have introduced Project Based Learning {PBL} at Lake Elementary and strongly encourage our teachers to adopt PBL methods. PBL can be defined as a process of using problems or projects that are deliberately designed to require students to learn content specific knowledge and problem solving skills as they seek diverse solutions to meaningful questions. We believe it imperative to implement a PBL approach in response to the considerations above, as well as survey information from our students that tell us they are not sufficiently challenged, engaged, or excited about learning. Student engagement/challenge issues become more even more pronounced as students become older and proceed through the higher grades.

PBL implements both short and long term projects that crossover different content areas. A single project can include activities and learning opportunities involving reading, writing, science, social studies, math, physical education and the arts. The role of the teacher is substantially changed from the traditional “sage on the stage” to facilitator. In place of lecturing, where too often students are passively engaged, the teacher is responsible for designing projects and problems for students that will provide the intended learning. Most often, students will work collaboratively with other students as they work toward solutions to these scenarios. The learner outcomes or expectations {defined by the Ohio Content Standards} are the same as those identified for traditional classes, although the pathway to these outcomes can be vastly different. In standards-based PBL, students are pulled through the curriculum by a driving question or authentic problem that creates a need to know the material. The project is tied to content standards in the curriculum, and assessment is explicitly designed to evaluate the students’ knowledge of the content.

PBL classes, along with all classes at Lake Elementary, are provided with 21st century tools to enrich the teaching and learning process. Tools include smart boards, wireless technology, notebooks {laptops}, graphic cameras, and clickers {classroom performance systems which allow teachers to receive instant feedback from students}. These tools allow teachers and students the opportunity to access the wealth of information available on the internet and also the ability to improve their communication skills using a variety of information technologies.

2. Reading/English:

It is imperative that all of our students read at or above grade level and subsequently a great deal of emphasis is placed upon ascertaining the reading levels of our students and developing prescriptive programs based upon those levels. Our reading assessments are derived from the Ohio Academic Content Standards and follow a backward design paradigm. That is, we define the fluency; comprehension and vocabulary skills students should demonstrate and develop instruction techniques and assessments accordingly.

Once reading levels are accurately gauged, teachers select reading materials consistent with those levels and whenever possible, from areas that are interesting and meaningful for students. Our PBL approach

enhances this process and lends itself to differentiating instruction. For example, teachers in the past have developed units surrounding areas that students find highly engaging {winter Olympics, baseball, the Harlem Renaissance, and natural disasters}. Activities related to the unit are implemented across the curriculum and are tiered to accommodate differences among students. Students frequently are given the opportunity to select reading material suitable to their interests and reading level related to the topic at hand.

A wide variety of reading intervention programs are available for students achieving below grade level. These range from in class interventions {flexible grouping}, to after school or summer intervention programs, to pull out programs where students are provided small group instruction by reading specialists. Students are selected for pull out programs {Title 1 or programs for students with disabilities} through referral to our building Intervention Assistance Team. Prior to referral, teachers must document class room interventions have been unsuccessful. This documentation is part of the referral process, which also includes local and state assessment information. Additional reading assessment and inventories can also be part of the referral information. Once placed, students are provided intensive intervention until they are achieving at grade level at which time they are transitioned from the program. At the other end of the achievement spectrum, enrichment programs are provided for students along a similar continuum {in class enrichment to pull out programs for our gifted and talented students}. To qualify for gifted programming, students must meet the requirements established by the Ohio Department of Education.

Communication skills are strongly emphasized throughout the language arts curriculum, primarily encouraging writing and oral presentation skills. Writing activities are attached to all projects and all content areas, with an emphasis on grammar, voice, content and structure. Additionally, journaling is required in every content area. Oral presentations are required for almost all student projects. Presentations are evaluated according to standardized rubrics, which clearly define expectations for public speaking, as well as content.

3. Mathematics:

Our math curriculum also emanates from the Ohio Academic Content Standards. The content standards for math identify eight core curriculum areas or strands for math: Number Recognition; Number Sense and Operations; Geometry and Spatial Sense; Measurement; Patterns, Functions, and Algebra; Data Analysis; Probability; and Mathematical Processes. As students move from one grade to the next, the receiving teacher reviews the assessment data for each student in each strand area. Data sources include previous record cards {the math grade is reported by strands}, results from the Ohio Achievement Tests, and the results from pre-assessments administered periodically in each strand area.

A curriculum pacing guide is developed for each grade level based upon the standards and student learning profiles, once again following a backward design approach. Teachers and curriculum specialists examine and interpret the standards and determine what skills should be taught, in what order and how they will be assessed. The Everyday Math Program is used as our primary resource for delivering instruction, although considerable gaps exist between Everyday Math and the Ohio Academic Content Standards. Where gaps exist, teachers develop instruction units and standards-based, common assessments {all assessments are designed to mimic assessments associated with the Ohio Achievement Tests}. Best results are achieved when math lessons are linked to PBL units of instruction. For example, in fourth grade a weather unit is implemented for much of the year. Students are required to manipulate and interpret data about weather which fulfills our need to reinforce calculation skills, prediction and measures of central tendency. The weather unit integrates nicely with science and also promotes reading non-fiction selections. The past year this particular unit also corresponded with natural disasters occurring throughout the world, fulfilling our need to identify instruction opportunities that were both interesting and meaningful for students. In fifth grade, we implemented a unit where students were required to design a house. Once again students were required to read non-fiction {technical information} and apply a wide array of math skills {measurement, calculations, prediction, area, etc.}. Students wrote about their designs and were also required to complete an oral presentation. Most of the work was completed in collaborative groups {we reinforce cooperative learning at every opportunity, an essential life skill in our estimation}.

During instruction, formative assessments are administered frequently to determine how students are assimilating the subject matter. Teachers differentiate instruction based upon formative assessment results, providing both remedial and enrichment activities using a flexible grouping approach. At the conclusion of each unit, a summative assessment is administered to all students. Students not achieving at expectancy are provided re-teaching and additional assessments.

Once again, a wide variety of intervention programs are available for students achieving below grade level. These range from in class interventions {flexible grouping}, to after school or summer intervention programs, to pull out programs where students are provided small group instruction by math specialists. At the other end of the achievement spectrum, enrichment programs are provided for students along the same continuum {in class enrichment to pull out programs for our gifted and talented students}.

4. Additional Curriculum Area:

Science instruction emanates from the Ohio Academic Content Standards and also follows a backward design approach. Lake Elementary emphasizes an inquiry-based approach, forgoing the traditional textbook/lecture format. Science units of instruction usually involve science kits or projects designed to reinforce concepts addressed by the content standards. Typically, students work in cooperative groups, responding to scenarios or problems presented by the teacher or teacher resource. Our primary resources for implementing the science curriculum are Foss Science Kits and Science Companion, the latter is accompanied by a student resource book. We believe students who engage in active learning through the use of science materials and lab-based activities see the relevance of what they are learning and are better able to extend what they have previously learned to other situations.

Student efforts during lessons are driven by discovery learning principles, where learning occurs as students proceed through a series of investigations, manipulations, and observations. During the learning process, teachers periodically conduct formative assessments to determine whether students are achieving the expected outcomes. Summative assessments are typically conducted at the conclusion of an activity and range from authentic assessments {generally assigned during labs}, project assessments and traditional assessments. Communication skills are emphasized during project presentations. Teachers typically pre-assess student understanding in advance of science lessons, which dictates pacing during lesson implementation.

Whenever possible, science activities and instruction are related to the other academic content areas. Such an approach enhances student interest, engagement, and learning. For example, in fourth grade, grow labs are used to enhance student understanding of life science over the course of the entire school year. Our grow labs and school garden demonstrate plant growth, life cycles, and the effects of changing seasons. Students conduct numerous experiments, manipulating water and light for example, designed to deepen their comprehension of the scientific method. Observations about plants are used to reinforce math concepts, while writing {especially journaling} and reading non-fiction are emphasized throughout the unit. Authentic means of assessing students are also encouraged in the area of science, with an emphasis on collaboration and student presentations {preferably using a variety of media}. Enrichment and remediation activities are achieved by leveling activities during the implementation of every unit.

Technology is especially utilized to enhance teaching and learning in science, including software programs {Explore Learning and Gizmos}, laptops, smart boards, document cameras, and student response systems.

5. Instructional Methods:

Data about individual student achievement is the driving force behind decisions about curriculum and instruction at Lake Elementary. Prior to any unit of instruction, teachers gather information about student knowledge and understanding relating to the objectives for the lesson. This is accomplished by reviewing the achievement data on students or administering pre-assessments. All of this information is used to determine the scope and sequence of the lesson. Once a lesson has commenced, formative assessments

are used to measure the mastery of materials by students. The results from formative assessments provide teachers with information about student learning and are used by teachers to adjust subsequent instruction and assessments. Frequently, we tier activities associated with lessons, for the purpose of providing enrichment or remediation activities for those students who have either easily achieved the lesson's objectives or those students requiring additional reinforcement of concepts.

Throughout Lake Elementary, teachers are assigned to dyads or triads, responsible for team teaching students placed under their charge. Teacher teams also include teachers trained to provide instruction for students with special needs. During instruction, it is not uncommon for teachers from the team to work with students in small groups for remediation or enrichment purposes {flexible grouping}. Assessments are also frequently tiered for students with different ability levels.

During common planning, much of the discussion has to do with developing strategies for those students who have not achieved intended objectives. New ways of teaching and alternative ways of assessing students are developed and implemented. The intent is for all students to achieve the intended objectives, which are consistent with the Ohio Academic Content Standards. Our performance on state assessments indicates this approach has served our students well.

6. Professional Development:

The Lake Local School District's management plan cascades from our district strategic plan. Our strategic objectives: Engaging students and staff with dynamic learning experiences, building a culture of continuous improvement, striving to be responsible stewards of resources, fostering partnerships and service to others, communicating clearly, and enhancing a culture of wellness. Each building and department is required to develop action plans relating to each strategic objective.

At Lake Elementary our actions plans associated with engaging students and staff with dynamic learning experiences and building a culture of continuous improvement direct our professional development efforts. Each year we conduct a needs assessment and survey teachers to determine whether teachers have been provided the tools needed to successfully implement building action plans and initiatives. This information enables the district to offer a variety of training opportunities tailored to meet the varied needs of individual teachers. Professional development opportunities are posted on My Learning Plan {a software program}. Once posted, teachers may register and their participation is recorded at the conclusion of the activity. Teachers are encouraged to request professional development for initiatives they are currently involved and often times we use teachers and staff personnel as trainers. Each teacher at Lake Elementary has to fulfill a professional development requirement as part of their teaching contract. This requirement involves engaging in a specified number of professional development hours. Our professional development approach allows for a variety of professional development activities and avoids a one size fits all mentality.

Recently, almost all professional development activities have been implemented to strengthen student learning consistent with the Ohio Academic content Standards. Examples include providing professional development credit for extending common planning beyond the school day, training related to project-based learning, and the variety of technology training available for staff designed to enhance student learning.

Every teacher is also required to develop an individual professional development plan {IPDP} as a component of maintaining and renewing their professional license. The plan must be approved by the Lake Professional Development Team {comprised of teachers and administrators} and remains in play for the duration of the teacher contract. Professional development is necessary for renewing teacher contracts and all training must be aligned to their IPDP. IPDP are also reviewed yearly with administration as part of the evaluation process.

7. School Leadership:

The culture at Lake Elementary is collaborative and data driven. Teachers and administration are passionate about student learning and systematic with their approach to curriculum and assessment. Our impressive academic performance is achieved through a synergy between staff, administration and parents. We have detailed elsewhere the process for engaging our parents in the teaching and learning process.

Much is expected of our teachers and they are valued for their expertise about students, instruction, assessment, and the Ohio Academic Content Standards. We maintain an excellent teacher retention rate and our process for employing teachers is exhaustive and reflects what we consider to be a best practice. Considerable effort is exerted to insure we select the best candidates available. Openings are posted internally and throughout the state and region. Following a paper screening, candidates {usually six or more} are brought in for an initial interview with administration. The finalists from this process are then interviewed again, this time by administration and a team of teachers from the grade level and content area for which the teacher is applying. During this interview, the candidate is required to teach a simulated lesson. The finalists from this interview {at least two} are then administered the Ken Cardinal perceiver test. The results from this test create a teacher profile. We expect the profile of teachers recommended for employment to be consistent with those of our best teachers. Following this step, finalists are interviewed by the Director of Instruction and Superintendent. During this interview, the district mission, vision and values are stressed. Once employed, our new teachers participate in a new teacher academy. The academy is held during the summer and throughout the first year of their employment. New teachers are also assigned a mentor. Teachers are primarily responsible for our results and considerable resources are expended during their selection and training.

A key figure leading this process involves the role of the principal. Our present principal previously was employed as a teacher at Lake Elementary and has been employed by the county educational service center and the district as a curriculum specialist. Her expertise with using data to improve student learning has been invaluable to the evolution of Lake Elementary as one of the highest performing schools in the state.

At the conclusion of each year, the principal works with district personnel to examine and analyze data about student learning. This includes information from end-of-year state assessments, as well as information from locally designed common assessments. The results from this analysis are shared with teachers in advance of the school year, highlighting curriculum strengths and weaknesses. This information is used by teacher teams to redesign curriculum maps and common assessments for the ensuing year.

The principal participates during common planning sessions with teacher teams. During these meetings, student work is analyzed and graphed and recommendations are made and implemented to adjust instruction and assessments. This collaborative process has been instrumental for the outstanding results achieved by our students.

The principal is also a key participant on the Building Level Team {BLT}. The BLT is made up of representatives of all stakeholder groups associated with Lake Elementary {teachers, administration, secretaries, custodians, food service representatives, students and parents}. The BLT meets regularly and addresses all issues confronting Lake Elementary, curricular and otherwise. The BLT operates through a consensus process and reinforces a collaborative style of leadership.

The principal is responsible for coordinating the communication plan for Lake Elementary, essential for encouraging parents and families to be actively involved with the education process and a vital part of our school community. The principal also recently spearheaded a building discipline committee. The results from the work of the discipline committee established a uniformed approach to student discipline, resulting in improving the building culture as reported by students, staff, and parents.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-10 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% at or above proficient	96	98	95	94	94
% at or above accelerated	73	79	62	57	62
Number of students tested	259	287	263	291	252
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	2	4	3
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above proficient	91	95	91	88	86
% at or above accelerated	66	67	53	44	35
Number of students tested	65	55	58	43	28
2. African American Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
4. Special Education Students					
% at or above proficient	81	88	88	78	79
% at or above accelerated	31	40	33	38	32
Number of students tested	32	25	40	32	28
5. English Language Learner Students					
% at or above proficient				88	
% at or above accelerated				44	
Number of students tested				16	
6.					
% at or above proficient					
% at or above accelerated					
Number of students tested					
NOTES:					

11OH13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-10 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% at or above proficient	95	98	95	97	94
% at or above accelerated	57	72	53	62	49
Number of students tested	259	287	263	291	252
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	2	4	3
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above proficient	92	98	91	95	82
% at or above accelerated	52	73	50	49	18
Number of students tested	65	55	58	43	28
2. African American Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
4. Special Education Students					
% at or above proficient	85	96	85	84	75
% at or above accelerated	19	44	18	25	21
Number of students tested	32	25	40	32	28
5. English Language Learner Students					
% at or above proficient				94	
% at or above accelerated				44	
Number of students tested				16	
6.					
% at or above proficient					
% at or above accelerated					
Number of students tested					
NOTES:					

11OH13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% at or above proficient	93	86	91	87	90
% at or above accelerated	71	65	69	68	63
Number of students tested	286	273	288	261	247
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	2	5	4
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above proficient	95	78	93	77	83
% at or above accelerated	64	61	59	50	44
Number of students tested	58	72	53	26	36
2. African American Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
4. Special Education Students					
% at or above proficient	71	61	54	43	59
% at or above accelerated	29	32	27	23	18
Number of students tested	28	44	26	30	22
5. English Language Learner Students					
% at or above proficient			80		
% at or above accelerated			60		
Number of students tested			15		
6.					
% at or above proficient					
% at or above accelerated					
Number of students tested					
NOTES:					

11OH13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Ohio Achievement assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% at or above proficient	94	91	94	94	95
% at or above accelerated	36	37	38	49	58
Number of students tested	286	273	288	261	247
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	3	5	4
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above proficient	95	85	91	77	89
% at or above accelerated	31	32	30	31	36
Number of students tested	58	72	53	26	36
2. African American Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
4. Special Education Students					
% at or above proficient	82	71	69	80	68
% at or above accelerated	14	11	15	17	23
Number of students tested	28	44	26	30	22
5. English Language Learner Students					
% at or above proficient			80		
% at or above accelerated			20		
Number of students tested			15		
6.					
% at or above proficient					
% at or above accelerated					
Number of students tested					
NOTES:					

11OH13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
at or above proficient	95	92	93	91	92
at or above accelerated	72	72	66	62	62
Number of students tested	545	560	551	552	499
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	7	4	9	7
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
at or above proficient	93	85	92	84	84
at or above accelerated	65	64	56	46	41
Number of students tested	123	127	111	69	64
2. African American Students					
at or above proficient					
at or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
at or above proficient					
at or above accelerated					
Number of students tested					
4. Special Education Students					
at or above proficient	77	71	74	61	70
at or above accelerated	30	35	30	31	26
Number of students tested	60	69	66	62	50
5. English Language Learner Students					
at or above proficient	100	92	83	68	50
at or above accelerated	73	67	54	36	29
Number of students tested	15	12	24	25	14
6.					
at or above proficient					
at or above accelerated					
Number of students tested					
NOTES:					

11OH13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
at or above proficient	95	95	94	96	94
at or above accelerated	46	55	45	56	53
Number of students tested	545	560	551	552	499
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	7	5	9	7
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
at or above proficient	94	91	91	88	86
at or above accelerated	42	50	41	42	28
Number of students tested	123	127	111	69	64
2. African American Students					
at or above proficient					
at or above accelerated					
Number of students tested					
3. Hispanic or Latino Students					
at or above proficient					
at or above accelerated					
Number of students tested					
4. Special Education Students					
at or above proficient	83	80	79	82	72
at or above accelerated	17	23	17	21	22
Number of students tested	60	69	66	62	50
5. English Language Learner Students					
at or above proficient	100	92	83	80	64
at or above accelerated	40	42	25	32	0
Number of students tested	15	12	24	25	14
6.					
at or above proficient					
at or above accelerated					
Number of students tested					
NOTES:					

11OH13